

**General Certificate of Secondary Education**  
**Citizenship Studies**  
**Unit A344 (Extension) Becoming an Active**  
**Citizen in the Community**  
**Specimen Paper**

**A344**

Time: 1 hour

Candidates answer on the question paper.

**Additional materials:**

Candidate  
Forename

Candidate  
Surname

Centre  
Number

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Candidate  
Number

--	--	--	--

### INSTRUCTIONS TO CANDIDATES

- Use blue or black ink.
- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Do **not** write outside the box bordering each page.
- Do **not** write in the bar codes.
- **DO NOT** WRITE IN THE AREA **OUTSIDE** THE BOX BORDERING EACH PAGE. ANY WRITING IN THIS AREA WILL NOT BE MARKED.
- Write your answer to each question in the space provided.
- Answer **all** the questions.

### INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is 40

QUESTION NUMBER	FOR EXAMINER'S USE ONLY
SECTION A	
SECTION B	

This document consists of **7** printed pages and **1** blank page.

### Section A

Answer **ALL** questions in this section

Spend about **15 minutes** on this section

- 1 (a) State **one** example of a direct tax.

..... [1]

- (b) State **one** of the main sectors where the Government spends money raised through taxes.

..... [1]

- 2 (a) State **one** right of a pupil at school.

..... [1]

- (b) State **one** responsibility of a pupil at school.

..... [1]

- 3 (a) State **one** way that victims of crime can be supported.

..... [1]

- (b) State **one** method, apart from putting offenders in prison, that can be used to help reduce crime rates.

..... [1]

- 4 (a) State **one** argument, which might be given by an employer, against an increase in the minimum wage.

..... [1]

- (b) State **one** example of how employer organisations can support their members.

..... [1]

- 5 State **two** reasons why businesses might support community based projects.

Reason 1 .....

.....

Reason 2 .....

..... [2]

**Section A Total [10]**

[BLANK PAGE]

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## SECTION B

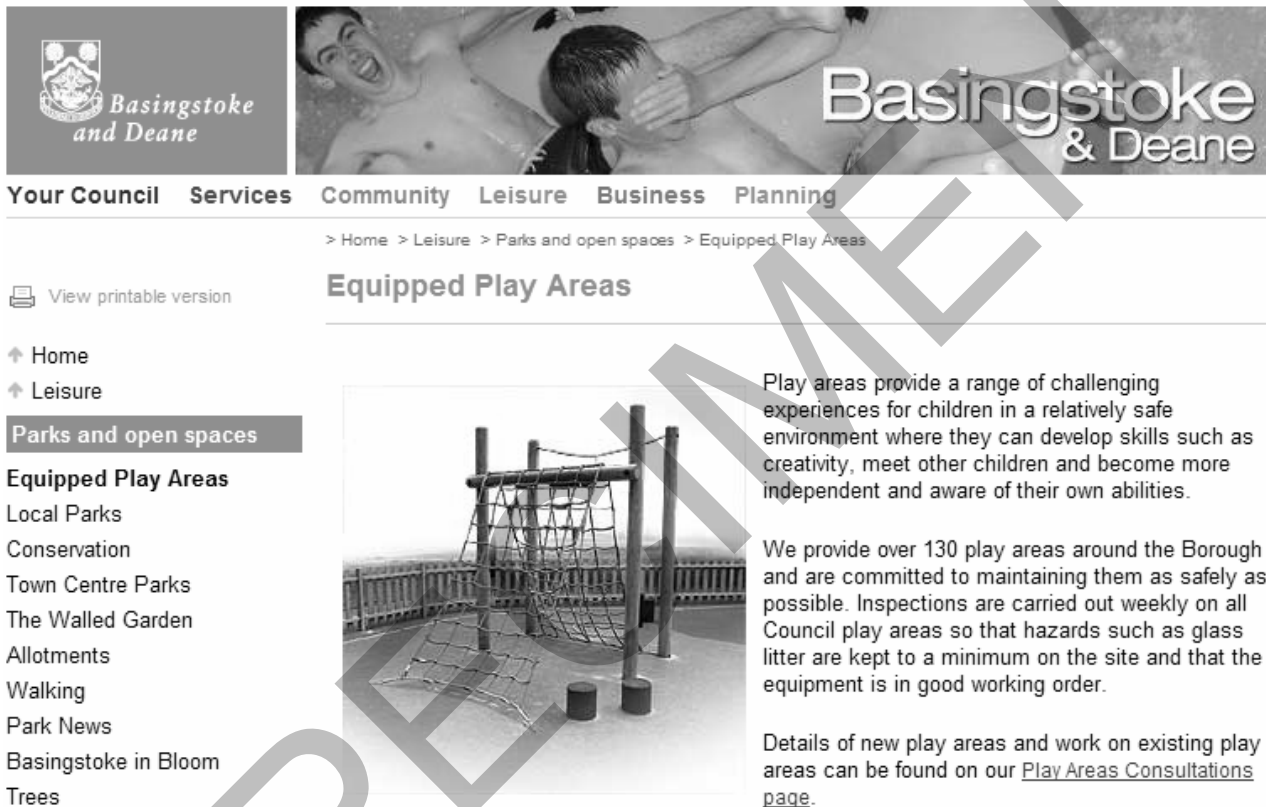
Answer **ALL** questions in this section

Spend about **45 minutes** on this section

You are advised to spend **5 minutes planning** your work

Study Document 1. Answer the questions that follow.

*Document 1.* Extract from the website of Basingstoke and Deane District Council, March 2006



**Basingstoke & Deane**

Your Council Services Community Leisure Business Planning

> Home > Leisure > Parks and open spaces > Equipped Play Areas

View printable version

Equipped Play Areas

Play areas provide a range of challenging experiences for children in a relatively safe environment where they can develop skills such as creativity, meet other children and become more independent and aware of their own abilities.

We provide over 130 play areas around the Borough and are committed to maintaining them as safely as possible. Inspections are carried out weekly on all Council play areas so that hazards such as glass litter are kept to a minimum on the site and that the equipment is in good working order.

Details of new play areas and work on existing play areas can be found on our [Play Areas Consultations page](#).

- 6 Use the prompts that follow in order to plan a campaign for additional play areas for children in your local community.**

### RESEARCHING THE BACKGROUND

- (a)** Describe how you will find out people's views on the type of play areas needed in your community.

.....

.....

.....

.....

.....

.....

.....

[6]

## FINDING SOURCES OF INFORMATION AND SUPPORT

- (b)** You might go to the local youth leader for information and support. State **two** other examples of the types of people you might go to for information and support.

1.....

2.....

[2]

- (c)** Explain reasons for your choice of types of people.

[2]

[2]

- (d)** State **two** examples of the organisations you might go to for information and support.

1 .....

2 .....

[2]

- (e)** Explain the reasons for your choice of organisations.

..... [2]

[2]

## MAKING SURE YOUR CAMPAIGN IS A SUCCESS

What else would you need to do for your campaign to be successful?

- (f)** Describe how you will organise a group to help you with your campaign.

[4]

## STARTING YOUR CAMPAIGN

- (g)** Describe how you will raise awareness in the community to persuade different groups and individuals to support your idea.

..... [8]

[8]

**YOU HAVE SUCCEEDED**

**Your campaign has worked and a play space has been provided.**

- (h)** State **two** things that will need to be done in order to make sure the play space continues successfully.

1. ....

.....

2. ....

.....

- (i)** Explain why you have chosen these **two** things.

.....

.....

.....

.....

.....

[4]

**Section B Total [30]**

**Paper Total [40]**

*Copyright Acknowledgement:*

Document 1 - <http://www.basingstoke.gov.uk/leisure/outdoors/playareas.htm>

SPECIMEN

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Unit 4: (Extension) Becoming an Active Citizen in the  
Community

**Specimen Mark Scheme**

The maximum mark for this paper is [40].

SPECIMEN

Section A		
Question Number	Answer	Max Mark
1(a)	<p><b>State <u>one</u> example of a direct tax.</b></p> <p>Income tax or national insurance</p>	[1]
1(b)	<p><b>State <u>one</u> of the main sectors where the Government spends money raised through taxes.</b></p> <p>Any of the following:</p> <ul style="list-style-type: none"> <li>• Health</li> <li>• Education</li> <li>• Defence</li> <li>• Social security</li> <li>• Housing and environment</li> <li>• Law and order</li> </ul> <p>Any other relevant example</p>	[1]
2(a)	<p><b>State <u>one</u> right of a pupil at school.</b></p> <p>Any of the following:</p> <ul style="list-style-type: none"> <li>• To be treated fairly, not discriminated against</li> <li>• To be safe</li> <li>• To expect my property to be safe</li> <li>• To have a healthy lifestyle</li> <li>• To be taught</li> <li>• To have free state education</li> </ul> <p>Any other relevant example</p>	[1]
2(b)	<p><b>State <u>one</u> responsibility of a pupil at school.</b></p> <p>Any of the following:</p> <ul style="list-style-type: none"> <li>• To treat others fairly, not to discriminate</li> <li>• To make the school safe</li> <li>• Not to bully</li> <li>• To care for the school environment</li> <li>• To be punctual, attend regularly</li> <li>• To co-operate with teachers and other pupils so that lessons run smoothly</li> </ul> <p>Any other relevant example</p>	[1]

Section A		
Question Number	Answer	Max Mark
3(a)	<p><b>State <u>one</u> way that victims of crime can be supported.</b></p> <p>Any of the following:</p> <ul style="list-style-type: none"> <li>• Contact Victim Support</li> <li>• Contact Citizens Advice Bureau</li> <li>• Compensation / Insurance</li> <li>• Safe house</li> </ul> <p>Any other relevant example</p>	[1]
3(b)	<p><b>State <u>one</u> method, apart from putting offenders in prison, that can be used to help reduce crime rates.</b></p> <p>Any of the following:</p> <ul style="list-style-type: none"> <li>• More police</li> <li>• Rehabilitation</li> <li>• Better security</li> <li>• Reclassifying what constitutes a crime</li> <li>• Neighbourhood watch schemes</li> </ul> <p>Any other relevant example</p>	[1]
4(a)	<p><b>State <u>one</u> argument, which might be given by an employer, against an increase in the minimum wage.</b></p> <p>Any of the following:</p> <ul style="list-style-type: none"> <li>• Unable to finance it</li> <li>• Have to make staff redundant</li> <li>• Won't be able to afford to expand</li> <li>• Business may make a loss</li> <li>• Have to decrease employee's hours</li> </ul> <p>Any other relevant example</p>	[1]
4(b)	<p><b>State <u>one</u> example of how employer organisations can support their members.</b></p> <p>Any of the following:</p> <ul style="list-style-type: none"> <li>• Lobbying Government</li> <li>• Undertaking research</li> <li>• Networking</li> <li>• Training</li> <li>• Conferences</li> <li>• Professional support</li> </ul> <p>Any other relevant example</p>	[1]

Section A		
Question Number	Answer	Max Mark
5	<p><b>State <u>two</u> reasons why businesses might support community based projects.</b></p> <p>Any of the following. One mark each up to a maximum of 2.</p> <ul style="list-style-type: none"> <li>• Good publicity / public affection</li> <li>• Increased sales</li> <li>• Attract future customers</li> <li>• Attract future employees</li> <li>• Retain employees who live in local community</li> <li>• Employees involved may be increasing their skills</li> </ul> <p>Any other relevant answer</p>	[2]
Section A Total		[10]

Section B		
Question Number	Answer	Max Mark
6(a)	<p><b>Describe how you will find out people's views on the type of play areas needed in your community.</b></p> <p><b>An answer that does not meet the criteria statement in the lowest band will be awarded zero marks.</b></p> <p><b>Level 1</b> Candidate responds to the question by mentioning a basic research method such as a survey or questionnaire. Information is organised at a simple level to aid communication. For 2 marks they would also state either who they would ask or how they would design or operate their survey.</p> <p><b>Level 2</b> Candidate is specific about the methods they would use to find out people's views. They understand that they would need to ask different groups of people e.g. young children, teenagers, parents and people who live close by, and mention at least two of these groups. Grammar, spelling, punctuation and legibility are sufficiently sound to communicate learning effectively. For 4 marks, they should mention at least three of the groups.</p> <p><b>Level 3</b> As for level 2 above. In addition the candidate offers a clear and convincing response in which they outline a proper research strategy targeted at different groups of people. The candidates must organise their answer clearly and coherently. Their meaning must be clear and spelling, punctuation and grammar must be accurate. For 6 marks they are explicit about the different views likely to be held by the different groups <b>or</b> the need to use different research strategies / questions with young children to those used with older people.</p>	<p>[1-2]</p> <p>[3-4]</p> <p>[5-6]</p>
6(b)	<p><b>You might go to the local youth leader for information and support. State <u>two</u> other examples of the types of people you might go to for information and support.</b></p> <p>Any of the following. One mark each up to a maximum of 2.</p> <ul style="list-style-type: none"> <li>• Local councillor</li> <li>• Local MP</li> <li>• Local police officer</li> <li>• Park keeper</li> <li>• Head Teacher</li> <li>• Any other relevant individual</li> </ul>	<p>[2]</p>
6(c)	<p><b>Explain the reasons for your choice of types of people.</b></p> <p>Any of the following reasons. One mark each up to a maximum of 2.</p> <ul style="list-style-type: none"> <li>• Knowledge of local area / local people</li> <li>• Experience of what might be needed</li> <li>• Experience of campaigning / fund raising</li> <li>• Personal source of funds</li> <li>• Power / influence / contacts</li> <li>• May offer practical help</li> </ul>	<p>[2]</p>

Section B		
Question Number	Answer	Max Mark
6(d)	<p><b>State <u>two</u> examples of the organisations you might go to for information and support.</b></p> <p>Any of the following. One mark each up to a maximum of 2.</p> <ul style="list-style-type: none"> <li>• Local newspaper / radio, etc</li> <li>• Local council</li> <li>• Local rotary club or other non-statutory source of funds</li> <li>• Local playgroup / nursery / school / youth club</li> <li>• Appropriate pressure group</li> <li>• Any other relevant organisation</li> </ul>	[2]
6(e)	<p><b>Explain the reasons for your choice of organisations.</b></p> <p>Any of the following reasons. One mark each up to a maximum of 2.</p> <ul style="list-style-type: none"> <li>• Source of funds</li> <li>• Generate publicity</li> <li>• Would support the campaign / make it more likely that decision-makers will listen</li> <li>• Power / influence over decision-making</li> <li>• May offer practical help</li> </ul>	[2]
6(f)	<p><b>What else would you need to do for your campaign to be successful?</b></p> <p><b>Describe how you will organise a group to help you with your campaign.</b></p> <p><b>An answer that does not meet the criteria statement in the lowest band will be awarded zero marks.</b></p> <p><b>Level 1.</b> Simple description of how the group would be organised e.g. We would divide up the work to give different people different jobs. For 2 marks there would be an appropriate description of what these jobs might be e. g. We would divide up the work to give different people different jobs such as chairperson, designer, fund-raiser, press officer, etc.</p> <p><b>Level 2.</b> Detailed description as for 2 marks above but with a definite reference to why this would help make the campaign successful e.g. We would divide up the work to give different people different jobs such as chairperson, designer, fund-raiser, press officer, etc. This would mean that nobody had too much to do and we could play to our strengths. For 4 marks there would be reference to the importance of these different jobs in relation to the campaign's likely success.</p>	<p>[1-2]</p> <p>[3-4]</p>

Section B		
Question Number	Answer	Max Mark
6(g)	<p><b>Describe how you will raise awareness in the community to persuade different groups and individuals to support your idea.</b></p> <p><b>An answer that does not meet the criteria statement in the lowest band will be awarded zero marks.</b></p> <p><b>Level 1</b> Candidate responds to the question by mentioning basic methods or raising awareness <b>and / or</b> enlisting support such as the use of leaflets and posters.</p> <p><b>Level 2</b> Candidate is specific about the methods they would use to raise awareness and enlist support through the use of different appropriate examples. For 4 marks they show an understanding of the importance of targeting their campaign on particular people, groups and organisations by linking the method with the context e.g. they would take a model of the proposed play area into a school to show local children. Information is organised at a simple level to aid communication.</p> <p><b>Level 3</b> As for level 2 above. In addition the candidate is able to distinguish between the different methods needed to “raise awareness” e.g. newspaper article, and “persuade people to support” e.g. using the results of a survey or petition to influence a local councillor. Grammar, spelling, punctuation and legibility are sufficiently sound to communicate meaning effectively.</p> <p><b>Level 4</b> At this level candidates offer a clear and convincing response in which they outline a well-planned, phased campaign strategy targeted at different groups of people. The candidate must organise their answer clearly and coherently. Their meaning must be clear and spelling, punctuation and grammar must be accurate.</p>	<p>[1-2]</p> <p>[3-4]</p> <p>[5-6]</p> <p>[7-8]</p>
6(h) AO2	<p><b>State <u>two</u> things that will need to be done in order to make sure the play space continues successfully.</b></p> <p>Any of the following things. One mark each up to a maximum of 2.</p> <ul style="list-style-type: none"> <li>• Maintenance</li> <li>• Management committee</li> <li>• Pass responsibility to the local council</li> <li>• Raise funds for regular maintenance</li> <li>• Children to play in it</li> <li>• Any other relevant example</li> </ul>	[1-2]
6(i) AO2	<p><b>Explain why you have chosen these <u>two</u>.</b></p> <p>Explanation must relate to things chosen on 6(h).</p> <p>For 2 marks – candidate can offer a detailed explanation of one thing <b>or</b> brief explanation of both things.</p> <p>For example: Without, a maintenance plan, the play area would decline and our efforts would have been wasted.</p>	[1-2]
Section B Total		[30]
Paper Total		[40]

## Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1a	1	0	0	1
1b	1	0	0	1
2a	1	0	0	1
2b	1	0	0	1
3a	1	0	0	1
3b	1	0	0	1
4a	1	0	0	1
4b	1	0	0	1
5	2	0	0	2
6a	0	6	0	6
6b	0	2	0	2
6c	0	2	0	2
6d	0	2	0	2
6e	0	2	0	2
6f	0	4	0	4
6g	0	8	0	8
6h	0	2	0	2
6i	0	2	0	2
<b>Totals</b>	<b>10</b>	<b>30</b>	<b>0</b>	<b>40</b>